Unpacking The Relationship Between Communication Skills And Visionary Leadership Among School Administration

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Abstract

This literature review explores the link between visionary leadership and communication skills among key stakeholders in senior secondary schools in southern Punjab, Pakistan. Analyzing data from 5902 individuals, the study reveals variations in communication scores among teachers, with no significant differences based on gender or school type (private vs. public). However, significant differences were found between stakeholder groups, emphasizing the role of effective communication in shaping perceptions of visionary leadership. The study recommends prioritizing communication training programs for educational leaders, particularly in private schools, to enhance their effectiveness in various organizational settings.

Key Words: Visionary Leadership, Communication skills, Southern Punjab, Stakeholders, Leaders.

Introduction

Visionary leaders are catalysts for innovation within organizations. They create an environment that encourages creativity, risk-taking, and experimentation. Studies have shown that visionary leadership positively influences organizational innovation and adaptability (Jung, Wu, & Chow, 2008). (Bennis, Nanus, & Bennis, 1985) provide an in-depth exploration of transformational leadership, which encompasses visionary leadership as a ke[1]y component. The authors discuss the characteristics, behaviors, and effects of transformational leaders, emphasizing the importance of visionary aspects in inspiring and motivating followers. The book delves into the historical development of transformational leadership philosophy and its influence on administrative outcomes, making it a valuable resource for understanding visionary leadership. Sosik and Dinger (2007) explore the concept of the transformational leader, of which visionary leadership is a key element. The authors delve into the characteristics, behaviors, and development of transformational leaders, emphasizing their capability to eloquent a convincing idea and involve groups in its chase. The book provides insights into the background and theoretical underpinnings of visionary leadership, offering practical guidance for leaders aspiring to adopt a transformational and visionary approach.

Vision

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The word "vision" comes from the Greek word vision, which means to see. A leader uses a variety of platforms to communicate his point of view, including editorial comments and setting an example for others (Saba et al., 2023). The concept of future vision capability is associated with visionary leadership because it provides both the leader and the organization with a solid foundation for confronting and resolving obstacles. A visionary leader inspires confidence in his followers and motivates them to strive harder than those who do not share this motivation (Al-Daamee, 2021). It is possible to see a "picture of the desired future organizational situation".

Visionary Leadership
Visionary leadership involves leaders who have a clear and compelling vision for the future, motivate and inspire others to share in that vision, and guide the organization toward its realization (Bass & Riggio, 2006). Leaders with a visionary orientation possess the ability to see beyond the immediate challenges, charting a course for the future that energizes and mobilizes their teams (Kouzes & Posner, 2017). When expressed to a group of people in a clear and concise manner. (3) Empowerment: Providing the means by which adherents can achieve a goal. A Nigerian university study (Kadir, 2020: 69) identified three features of visionary leadership: intellectual stimulation, adaptation and empowerment. However, the following outlines the key components of visionary leadership: Because it affects other administrative tasks and prevents many problems, communication is considered one of the most important processes that management must focus on consistently and successfully. Management also informs about everything that is happening in the organization. Internal communication is defined as "all forms of communication within an organization and refers to the flow of communication between people within the boundaries of the organization, including all formal communication."

Internal communication is an area of public relations that focuses on improving communication between employees, managers and the company's board of directors as well as the internal informality that takes place at all levels of the organization. According to Mikkelson & Hesse (2021) will draw conclusions about the organization's culture, working conditions, values and communication climate based on various indicators that employees will receive from it. Communication practices at all organizational levels have the potential to create broad trends that are easily discernible to employees. Visionary leadership is a crucial aspect of effective school management, impacting the overall educational environment and student outcomes. This literature review aims to explore the perspectives of key stakeholders—Heads, Teachers, and administrators—regarding visionary leadership, specifically focusing on communication skills.

Effective Communication
Effective communication is a cornerstone of visionary leadership, fostering a shared vision and promoting a collaborative organizational culture (Bass, 1993; Avolio, 1999). The Head's role in articulating a compelling vision aligns with Fullan's (1993) notion of moral purpose, emphasizing the importance of leaders' ability to communicate a sense of purpose and direction. Teachers, as frontline educators, appreciate leaders who effectively communicate the vision, providing clarity and motivation (Gronn, 2002). Administrators, responsible for translating the vision into actionable plans, emphasize the role of communication in building consensus and maintaining transparency (Leithwood et al., 1999). Open and honest communication channels, as advocated by Kouzes and Posner (2007), contribute to trust-building and positive organizational climate.

Effective communication is a linchpin in the relationship between visionary leadership and resilience. Visionary leaders articulate a compelling vision and communicate it in a way that resonates with individuals at all levels of the organization (Bass & Riggio, 2006). Open and transparent communication builds trust and allows for a shared understanding of the organization's direction, fostering a collective resilience. Research by Oreg and Binyamin (2016) emphasizes the role of communication in visionary leadership, particularly during times of change. The study found that leaders who effectively communicated a clear and inspiring vision during organizational change positively influenced employees' psychological resilience, enabling them to cope with uncertainties and adapt to new circumstances.

Effective communication is a hallmark of visionary leadership and a key driver of collaboration. Visionary leaders excel in articulating their vision in a way that resonates with diverse stakeholders (Bass & Riggio, 2006). Clear and transparent communication creates a shared understanding of objectives, aligning team members and promoting collaborative efforts (Walumbwa, Avolio, Gardner, Wernsing, & Peterson, 2010). Visionary leadership, marked by the ability to inspire and guide others toward a compelling future vision, relies heavily on effective communication skills. This literature review explores the relationship between visionary leadership and communications, examining how leaders with a visionary orientation leverage communication to articulate their vision, inspires followers, and foster a shared sense of purpose. Visionary leaders are forward-thinking individuals who conceptualize and communicate a clear and inspiring vision for the future (Bass & Riggio, 2006). These leaders excel at conveying a sense of purpose, motivating others to contribute to the realization of the vision, and navigating the organization toward long-term goals (Kouzes & Posner, 2017).

Visionary leaders prioritize inclusive communication, ensuring that all stakeholders feel valued and included in the vision (Kouzes & Posner, 2017). This involves actively seeking input, fostering open dialogue, and creating a culture where diverse perspectives are considered and respected. Communication is instrumental in aligning individual goals with the overarching organizational vision (Bass & Riggio, 2006). Visionary leaders articulate how each individual's contributions contribute to the larger vision, fostering a sense of meaning and connection that enhances employee engagement and commitment. Despite the importance of communication in visionary leadership, challenges exist. Leaders must navigate the balance between being optimistic about the vision and providing a realistic understanding of the challenges involved (Smith & Lewis, 2012). Ensuring that communication is consistent, clear, and aligned with organizational values is crucial to avoiding misunderstandings and skepticism.

Statement of the Problem
The research focuses on how school principals' leadership impacts school efficiency, particularly in achieving educational goals. This study investigates the role of communication skills in enhancing leadership effectiveness among high school heads in private and government sectors.

Research Objectives
a. To understand the perspectives of participants (Heads, Teachers, and administrators) on visionary leadership with regard to the communication skills of school leaders in private and government higher secondary schools in Southern Punjab.
b. To implement communication techniques that promote active listening and empathy, fostering positive teacher-student relationships and creating a conducive learning environment.

Research Question

a. What are the opinions of participants (Heads, Teachers, and administrators) concerning visionary leadership, particularly in the context of communication skills, exhibited by school heads in private and government higher secondary schools located in Southern Punjab?
b. How implement communication techniques by (Heads, Teachers, and administrators) that promote active listening and empathy, fostering positive teacher-student relationships and creating a conducive learning environment.

Research Hypotheses
H_0:   There is no notable difference in the perceptions of participants (Heads, Teachers, and administrators) about visionary leadership regarding communication.

Significance of the Study
Due to the following reasons, the researcher's study had significance:
1. Visionary leadership requires that we consider the long-term as well as immediate concerns.
2. Employees and other participants who help realize the visions feel very motivated to do so.
3. Long-term shared objectives provide individuals with a sense of direction and foster innovation.
4. It inspires and involves individuals, which increases engagement.
5. Higher Secondary school administrators will advocate for a supportive learning environment in the classroom.
6. The primary information gathered throughout this learning process will be useful for later research tasks.

Delimitations of the Study
This is not possible to include every principal of Punjab in the study, because the population is huge and scattered therefore the study was delimited to the southern districts of Punjab. There are main three divisions of southern Punjab.

Population of the Study:
In a research study, the term "population" refers to the entirety of all things, participants, or subjects who share particular characteristics. Typically, the population is a sizable collection of objects or people who serve as the primary subject of the study (Rahi, 2017).

In the current study the total population was (N=5902) to compare the results in the first step of the population including males from government schools 71 and females from government schools 64 and government schools males teacher 2360 and females teacher are 2293 and government school males head are 71 and females head are 64 and males administrator 06 and females administrator 06 private school 40 and females of private school 30 and private school males teacher 500 and females teacher are 296 and private school males head are 40 and females head are 30 and males administrator 25 and females administrator 06 were used total population of the study.

Table#1:   Population Size

Higher Secondary Schools	No. of Schools		Teachers		Heads		Administration		N
Stakeholder	Male	Female	Male	Female	Male	Female	Male	Female	Total

Public	71	64	2360	2293	71	64	06	06	
Private	40	30	500	296	40	30	25	06	
Total	**111**	**94**	**2860**	**2589**	**111**	**94**	**31**	**12**	**5902**

Source: Annual statistical report of government and private schools 2019-20

Sample of the study:

A sample is a portion or subset of the entire population. A person or object is the phrase used to describe the smaller unit of population. Stated differently, a sample of a population or collection is defined in statistical terms as a small quantity drawn from a large collection that accurately and fully represents the entire collection (Suri, 2011).

In said study work, the sample size of the study was (N=1442) taken after applying Krejcie and Morgan's (1970) table of sample size. Under the guideline of the table of sample size Krejcie and Morgan, males school's head of 60 and 55 females, as well as the strength of teachers, were 330 males and 328 females and males administrators 06 and females administrator 06, in the private sector the researcher were distributing the questionnaire as tools respondent head 36 males and 28 females and teacher 217 males and 167 females and males administrator 24 and females administrator 06 were sequestered and identify as a sample of the study. We used Krejcie and Morgan Table for the sampling of our data.

Table#2:   Sample Size

Higher Secondary Schools	No. of Schools		Teachers		Heads		Administration		N
Stakeholder	**Male**	**Female**	**Male**	**Female**	**Male**	**Female**	**Male**	**Female**	**Total**
Public	60	55	330	328	60	55	06	06	
Private	36	28	217	167	36	28	24	06	
Total	**96**	**83**	**547**	**495**	**96**	**83**	**30**	**12**	**1442**

Analysis of Data

Data was analyzed with the help of SPSS (statistical package for social sciences) and indicated the following results which are given in table 3

Table#3: Responses regarding Visionary Leadership in perspective of Communication

Stake holders	Schools	Gender	Communication			Comparison.					
						Gender			Locality		
			N	Mean	S. D	t_{cal}	t_{tab}	P-value	t_{cal}	t_{tab}	P-value
Administrators	Public	F	06	06	0.632	-0.79	±1.98	0.9708	0.664	±2.015	0.520
		M	06	6.33	0.805						
	Private	F	06	5.17	1.77	-1.02	±2.12	0.347			
		M	24	6	1.82						
Teachers	Public	F	328	6.27	1.01	3.05	±1.972	0.002	-3.385	±1.97	0.001
		M	330	5.98	1.14						
	Private	F	167	6.02	1.07	-3.69	±1.98	0.001			
		M	217	6.48	1.97						

Heads	Public	F	55	5.96	0.447	-3.28	±1.96	0.437	0.172	±1.99	0.001
		M	60	6.38	0.426						
	Private	F	28	5.92	0.60	-3.51	±2.00	0.001			
		M	36	6.50	0.70						

Table#3 Indicates that In public schools Administrators, there is a slight difference in Communication between male and female administrators, with females scoring slightly lower on average, but this difference is not statistically significant (t-cal = -0.79, p-value = 0.97). In private schools, a similar trend is observed, with females scoring lower on average than males, but again, this difference is not statistically significant (t-cal = -1.02, p-value = 0.347). In public schools, there is a significant difference in Communication between male and female teachers, with females scoring higher on average (t-cal = 3.05, p-value = 0.002). Similarly, in private schools, there is a significant difference in Communication between male and female teachers, with females again scoring higher on average (t-cal = -3.69, p-value = 1.001).

In public schools, there is a slight difference in Communication between male and female heads, with females scoring slightly lower on average, but this difference is not statistically significant (t-cal = -3.28, p-value = 0.437). In private schools, a similar trend is observed, with females scoring lower on average than males, but again, this difference is not statistically significant (t-cal = -3.51, p-value = 0.001). Generally the analysis indicates that there are significant differences in Communication among teachers across both public and private schools, with females generally exhibiting higher Communication. However, no significant differences were found among administrators and heads, suggesting that Communication may not be gender-dependent in these roles. Additionally, locality does not appear to have a significant effect on Communication in the context of visionary leadership.

Table#4: Mean differences of responses regarding Visionary Leadership in perspective of Communication

Groups	Sum of Squares	Df	Mean Square	F_{Cal}	F_{Tab}	α	P-Value
Between Groups	14.862	11	1.351				
Within Groups	1621.23	1171	0.033	409.09	1.858	0.05	0.021
Total	1636.09	1182	--				

Table#4 reveals significant insights into the perceptions of Visionary Leadership in the realm of Communication. The analysis showcases marked disparities in mean scores across various groups, as evidenced by a notably high F-calculated value of 409.09, significantly surpassing the critical F value at a 0.05 significance level. This substantial difference, corroborated by a low p-value of 0.021, underscores the distinctiveness in how different groups perceive and respond to communication aspects within visionary leadership. Furthermore, the within-group analysis underscores variability in responses within each group, suggesting nuanced perspectives within individual contexts. Overall, these findings emphasize the crucial role of effective communication in shaping perceptions of visionary leadership and highlight the need for tailored approaches to communication strategies within diverse organizational contexts.

Conclusions

Several inferences can be made from the examination of communication scores between heads, instructors, and administrators in public and private schools:

There is a statistically significant difference in the communication scores between male and female teachers in both public and private schools, with the average score for female teachers being higher. This shows that communication dynamics among teachers was influenced by gender, with women typically demonstrating higher communication abilities. Unlike educators, male and female administrators or heads in both public and private schools did not differ statistically significantly in communication ratings. This suggests that communication skills in administrative roles within the educational setting were not greatly impacted by gender. The investigation revealed no discernible impact of location (private versus public) on the communication scores of heads, teachers, or administrators. This shows that communication abilities in these professions are not greatly impacted by the type of school (private or public).The results suggest that although there may be gender disparities in communication styles among educators, these inequalities may not translate to administrative positions. In order to promote more productive collaboration and instructional strategies, schools may find it advantageous to identify and potentially solve gender-based communication gaps among teachers.

This study suggests that gender dynamics may not be as prominent in administrative roles, but it also emphasizes how important it is to take gender dynamics into account while communicating within educational settings, especially among teachers. The communication techniques that promote active listening and empathy, fostering positive teacher-student relationships and creating a conducive learning environment. The fundamental causes of these observed disparities and their consequences for classroom dynamics and educational leadership could be investigated in more detail. In the analysis, significant differences in mean scores were found between groups, indicating that different groups have different perspectives on and different responses to the communication components of visionary leadership.

Recommendations
Based on the conclusions drawn from the analysis of visionary leadership within schools and among different stakeholder groups, the following recommendations can be made:
1. Schools should prioritize communication training programs for educational leaders, particularly in private school settings where communication plays a significant role in visionary leadership.
2. Develop and implement regular training programs focused on enhancing communication skills for school leaders at all levels, including principals, vice-principals, department heads, and coordinators.
3. Encourage leaders to participate in communication-focused professional development opportunities outside of the school, such as conferences, webinars, and networking events, to continuously refine their skills and stay abreast of best practices.

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